

# End of Year Expectations for Mathematics in Reception

## By the End of Reception

. On this page you will find information about what else we would expect from an average child for Mathematics by the end of Reception. However, if your child isn't yet able to achieve these goals, please do not worry. Every child develops at their own rate. An average child would be able to read numbers to 20, double and halve practically and be able to name some familiar 2D and 3D shapes.

### Early Learning Goals: Number

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

### Early Learning Goals: Shape Space and Measure

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

### Keeping it Practical

In Reception, we want to enable children to visualise maths. To that end, we often use real world and physical objects for the children to have a stronger concept of what we are doing, such as subtraction using sweets or addition using toys or Numicon.

### Use the language related to..

**Size:** big, small, bigger, smallest, biggest, smaller  
**Weight:** heavy, light, heaviest, lightest, heavier, lighter  
**Capacity:** full, empty, half full  
**Position:** over, under, next to, behind, beside, in between  
**Distance:** near, far away  
**Time:** o'clock, hour, minute, day, night, morning, lunchtime  
**Money:** buy, sell, how much, purse, bank, save, expensive

When children are confident with numbers, it can be very tempting to teach them to use larger numbers or complete sums using column method.

Instead, try to focus on mastery of number facts. That means, knowing different ways to make 5, for example,  $5+0=5$ ,  $1+4=5$ ,  $2+3=5$  and so on. Recalling number facts can be very useful as children move through the school. We call these Number Bonds.

### Mastering Number Facts and Number Bonds

### Useful Links

### Doubling, Sharing and Halving

For example, we have 4 plates but 8 teddies at the picnic, how could we share the plates?

Another example is, we have 10 sweets and 2 teddies, how many sweets would the teddies have each?

We all ways teach doubling, halving and sharing using practical, real world resources.

### Shapes and Mathematical Language

**Sides** Sides are only on 2D shapes, for example, a square has 4 sides all of the same size.

**Faces** 3D shapes have faces. For example, a cone has 2 faces, one is a circle and the other goes round and round.

**Edges** Edges are on 3D shapes. For example, a cuboid has 12 edges.

The Numberblocks are absolutely amazing for teaching the mastery of maths.

